



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)
ID: 12641788
District: MSAD 72
School: Denmark Elementary School

Contents of the Report

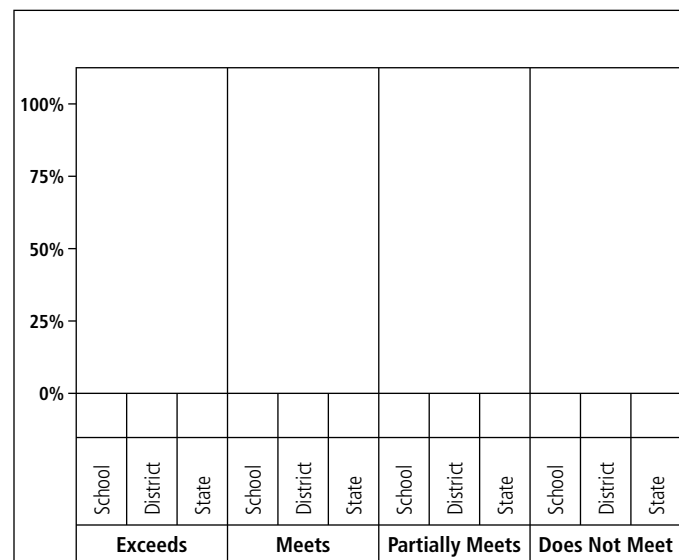
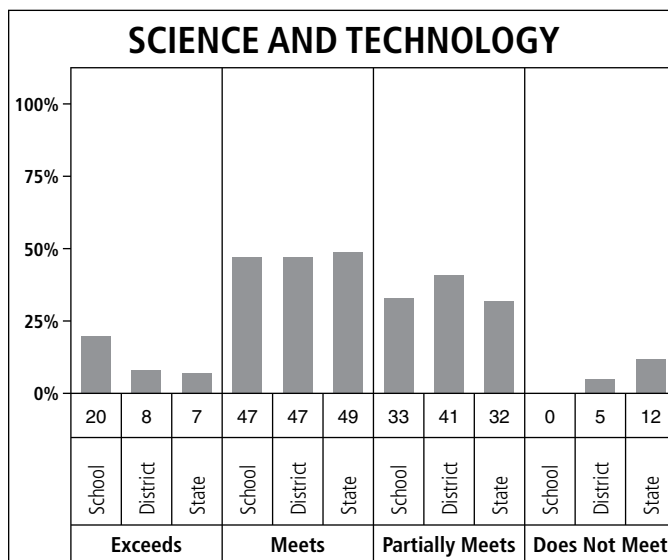
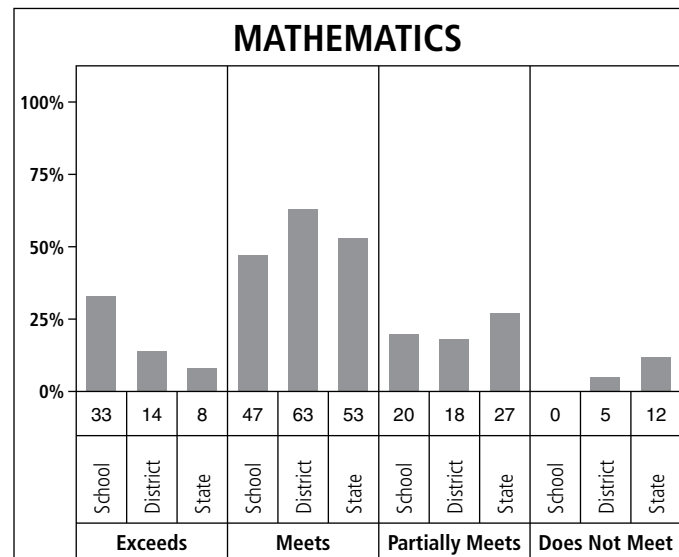
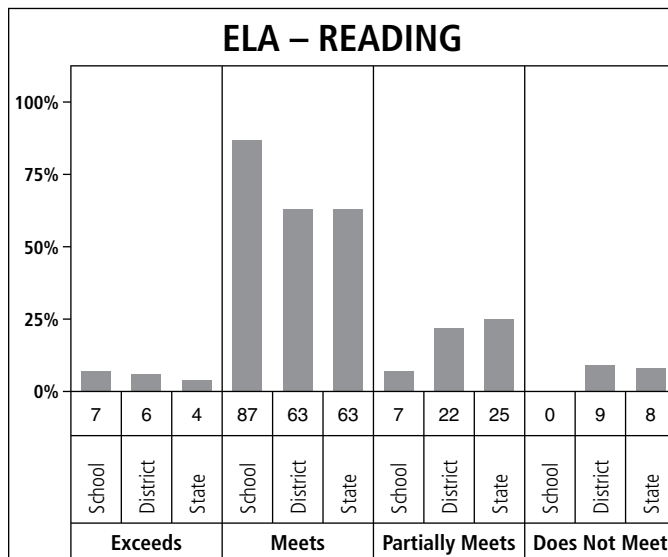
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Date: March 2007
 Grade: 4
 District: MSAD 72
 School: Denmark Elementary School

Summary of School, District, and State Scores			
Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	443	444	444
2006–2007	450	446	445
Cum. Avg. *	446	445	444
Mathematics			
2005–2006	444	447	444
2006–2007	454	449	445
Cum. Avg. *	448	448	444
Science & Technology			
2005–2006	436	443	444
2006–2007	452	446	444
Cum. Avg. *	442	444	444



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 4
 District: MSAD 72
 School: Denmark Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics						Science and Technology											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		15	100	83	100	14184	100	15	100	82	99	14078	99	15	100	82	99	14078	99	15	100	82	99	14057	99						
Ethnicity	African American	0	0	2	2	391	3	0	0	2	100	385	99	0	0	2	100	387	99	0	0	2	100	377	97						
	American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97						
	Asian/Pacific Islander	0	0	1	1	204	1	0	0	1	100	204	100	0	0	1	100	204	100	0	0	1	100	204	100						
	Hispanic	0	0	0	0	171	1	0	0	0	0	171	100	0	0	0	0	170	99	0	0	0	0	169	99						
	White	15	100	80	96	13295	94	15	100	79	99	13204	99	15	100	79	99	13203	99	15	100	79	99	13193	99						
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33						
Identified disability		4	27	21	25	2538	18	4	100	20	95	2508	99	4	100	20	95	2509	99	4	100	20	95	2502	99						
Current LEP		0	0	1	1	302	2	0	0	1	100	298	99	0	0	1	100	300	99	0	0	1	100	289	96						
Economically disadvantaged		5	33	32	39	5522	39	5	100	31	97	5468	99	5	100	31	97	5467	99	5	100	31	97	5450	99						
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	60	48	58	10869	77	9	60	48	58	10883	77	9	60	48	58	10890	77						
Identified disability (PET/IEP)	0	0	3	6	435	4	0	0	3	6	445	4	0	0	3	6	453	4						
LEP	0	0	1	2	133	1	0	0	1	2	124	1	0	0	1	2	126	1						
504 plan	0	0	1	2	122	1	0	0	1	2	122	1	0	0	1	2	123	1						
Participation with accommodations	6	40	31	37	3019	21	6	40	31	37	3029	21	6	40	31	37	3014	21						
Identified disability (PET/IEP)	4	67	14	45	1897	63	4	67	14	45	1903	63	4	67	14	45	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	2	6	62	2	0	0	2	6	62	2	0	0	2	6	61	2						
Other	2	33	16	52	941	31	2	33	16	52	924	31	2	33	16	52	925	31						
Participation through alternate assessment (PAAP)	0	0	3	4	180	1	0	0	3	4	166	1	0	0	3	4	153	1						
Identified disability (PET/IEP)	0	0	3	100	175	97	0	0	3	100	161	97	0	0	3	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	0	0	1	1	89	1	0	0	1	1	87	1	0	0	1	1	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 72
School:	Denmark Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 2006-2007 Cum. Avg.	0	0	2	2	601	4
		1	7	5	6	507	4
		1	5	4	4	554	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 2006-2007 Cum. Avg.	14	61	65	61	7910	57
		13	87	50	63	8749	63
		14	67	58	62	8330	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 2006-2007 Cum. Avg.	8	35	29	27	3970	29
		1	7	17	22	3467	25
		5	24	23	24	3719	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 2006-2007 Cum. Avg.	1	4	11	10	1421	10
		0	0	7	9	1165	8
		1	5	9	10	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	35.4	73.8	31.5	65.6	31.0	64.6
Literary Text	24	50	18.5	77.1	16.8	70.0	16.4	68.3
Informational Text	24	50	16.9	70.4	14.8	61.7	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
Grade: 4
District: MSAD 72
School: Denmark Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	1	7	13	87	1	7	0	0	450	79	6	63	22	9	446	13888	4	63	25	8	445
Ethnicity																						
African American	0										2						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	0										1						200	4	66	22	9	446
Hispanic	0										0						166	0	51	37	12	441
White	15	1	7	13	87	1	7	0	0	450	76	7	63	21	9	446	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	4										17	6	47	24	24	442	2332	1	34	41	25	438
No	11	1	9	9	82	1	9	0	0	451	62	6	68	21	5	447	11556	4	69	22	5	447
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										1						279	0	31	36	33	435
Economically disadvantaged																						
Yes	5	0	0	5	100	0	0	0	0	448	30	0	53	37	10	442	5368	1	52	33	14	442
No	10	1	10	8	80	1	10	0	0	451	49	10	69	12	8	448	8520	5	70	20	5	447
Migrant																						
Yes	0										0						4					
No	15	1	7	13	87	1	7	0	0	450	79	6	63	22	9	446	13884	4	63	25	8	445
Gender																						
Female	8	1	13	6	75	1	13	0	0	450	36	8	69	17	6	448	6719	5	65	23	8	446
Male	7	0	0	7	100	0	0	0	0	451	43	5	58	26	12	444	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	6	0	0	5	83	1	17	0	0	446	25	0	68	24	8	442	1864	0	38	44	18	439
No	9	1	11	8	89	0	0	0	0	452	54	9	61	20	9	447	12024	4	67	22	7	446
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	454	11	18	82	0	0	457	402	19	80	0	0	457
No	10	1	10	8	80	1	10	0	0	448	68	4	60	25	10	444	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 4
 District: MSAD 72
 School: Denmark Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	100	0	0	442	5	1	45	33	21	440
B. less than one hour	73	1	9	9	82	1	9	0	0	451	83	8	65	21	6	447	76	4	64	24	7	446
C. one to two hours	27	0	0	4	100	0	0	0	0	447	14	0	73	18	9	444	18	4	65	24	7	446
D. more than two hours	0										1	0	0	100	0	434	2	3	43	32	23	440
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	7	0	0	1	100	0	0	0	0	448	9	29	57	14	0	452	31	5	67	20	7	447
B. They match some of what I have learned.	73	0	0	11	100	0	0	0	0	451	63	4	70	17	9	447	51	3	67	24	6	446
C. They match just a little of what I have learned.	20	1	33	1	33	1	33	0	0	449	23	6	53	35	6	444	13	1	49	34	15	441
D. There is no match.	0										5	0	100	0	0	447	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	1	17	5	83	0	0	0	0	453	32	17	67	13	4	451	36	6	70	17	6	448
B. good	47	0	0	6	86	1	14	0	0	448	47	3	69	19	8	446	49	3	63	27	7	445
C. fair	13	0	0	2	100	0	0	0	0	448	16	0	67	25	8	443	13	1	49	36	14	441
D. poor	0										5	0	25	75	0	440	2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	7	0	0	1	100	0	0	0	0	444	20	0	60	27	13	443	16	1	47	35	17	441
B. about the same as my regular schoolwork	67	1	10	9	90	0	0	0	0	452	57	12	65	19	5	448	61	4	67	23	6	446
C. easier than my regular schoolwork	27	0	0	3	75	1	25	0	0	446	23	0	71	24	6	446	23	3	64	24	8	445
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	7	0	0	1	100	0	0	0	0	452	17	0	38	46	15	441	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	40	0	0	5	83	1	17	0	0	446	47	8	67	17	8	446	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	53	1	13	7	88	0	0	0	0	453	36	7	78	15	0	450	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	3	100	0	0	0	0	455	22	6	76	18	0	448	18	6	66	21	7	447
B. 20 minutes to an hour	53	0	0	7	88	1	13	0	0	448	51	3	64	21	13	445	55	4	67	22	6	446
C. less than 20 minutes	7	0	0	1	100	0	0	0	0	444	20	13	53	33	0	448	14	1	57	29	13	442
D. I rarely read at home.	20	1	33	2	67	0	0	0	0	454	7	20	80	0	0	452	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	33	0	0	5	100	0	0	0	0	448	15	9	55	36	0	446	23	3	54	31	12	443
B. six to ten pages	0										11	0	75	13	13	446	26	3	63	26	8	445
C. eleven or more pages	67	1	10	8	80	1	10	0	0	451	75	7	66	20	7	447	51	4	68	21	6	447
Optional school/district question																						
A.	0										0											
B.	0										100	0	0	100	0	434						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 72
School:	Denmark Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	3	13	15	14	1294	9
	2006-2007	5	33	11	14	1054	8
	Cum. Avg.	4	20	13	14	1174	8
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	8	35	55	51	7000	50
	2006-2007	7	47	50	63	7394	53
	Cum. Avg.	8	40	53	56	7197	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	10	43	25	23	3784	27
	2006-2007	3	20	14	18	3729	27
	Cum. Avg.	7	35	20	21	3757	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	2	9	12	11	1894	14
	2006-2007	0	0	4	5	1735	12
	Cum. Avg.	1	5	8	9	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.9	79.3	10.9	72.7	10.1	67.3
Cluster 2: Shape and Size	14	29	9.3	66.4	9.6	68.6	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.4	88.0	3.7	74.0	3.6	72.0
Cluster 4: Patterns	14	29	10.9	77.9	9.8	70.0	8.9	63.6

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: MSAD 72
 School: Denmark Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	5	33	7	47	3	20	0	0	454	79	14	63	18	5	449	13912	8	53	27	12	445
Ethnicity																						
African American	0										2						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	0										1						202	9	57	22	11	447
Hispanic	0										0						166	2	44	37	17	441
White	15	5	33	7	47	3	20	0	0	454	76	14	62	18	5	449	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	4										17	6	59	24	12	443	2348	2	34	34	30	437
No	11	5	45	4	36	2	18	0	0	458	62	16	65	16	3	451	11564	9	57	25	9	446
Limited English proficient students																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										1						283	2	34	30	34	435
Economically disadvantaged																						
Yes	5	1	20	2	40	2	40	0	0	448	30	7	53	27	13	444	5379	3	44	34	19	440
No	10	4	40	5	50	1	10	0	0	457	49	18	69	12	0	453	8533	11	59	23	8	448
Migrant																						
Yes	0										0						4					
No	15	5	33	7	47	3	20	0	0	454	79	14	63	18	5	449	13908	8	53	27	12	445
Gender																						
Female	8	3	38	2	25	3	38	0	0	452	36	19	56	17	8	450	6727	7	53	27	13	444
Male	7	2	29	5	71	0	0	0	0	457	43	9	70	19	2	449	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	6	0	0	3	50	3	50	0	0	443	25	4	56	40	0	445	1872	1	32	42	25	436
No	9	5	56	4	44	0	0	0	0	462	54	19	67	7	7	451	12040	9	56	24	10	446
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	466	11	64	36	0	0	464	402	42	55	2	0	461
No	10	1	10	6	60	3	30	0	0	448	68	6	68	21	6	447	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 72
School: Denmark Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 73 27 0										1 83 14 1	0 17 0 0	100 62 82 100	0 17 9 0	0 3 9 0	446 451 447 442	5 76 18 2	4 8 7 4	40 54 54 36	28 26 28 35	28 11 11 26	439 445 445 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.											34 45 17 4	27 12 0 0	62 71 69 33	12 12 23 67	0 6 8 0	454 450 445 441	40 46 10 4	11 6 4 4	58 54 40 28	22 29 34 35	9 11 23 33	448 444 439 436
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor											30 42 22 5	35 6 0 25	57 78 53 75	9 16 29 0	0 0 18 0	457 449 442 454	37 46 14 2	14 5 2 1	59 54 42 27	18 29 38 43	9 12 19 29	449 444 440 435
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork											12 59 29	0 18 14	67 64 68	22 16 14	11 2 5	444 451 451	12 62 26	4 7 11	37 56 56	34 27 23	25 10 10	438 445 447
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never											13 34 33 20	20 19 8 13	50 69 68 67	20 12 20 13	10 0 4 7	447 453 448 451	21 37 34 8	6 8 9 6	47 55 57 46	29 26 26 30	18 11 9 18	442 445 446 442
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never											0 13 33 53		60 72 65	20 8 18	10 0 5	446 453 450	4 19 56 21	2 6 9 6	33 47 58 50	34 31 24 28	31 15 8 16	436 443 447 443
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes											9 29 55 7	0 5 19 40	71 68 67 40	29 18 12 20	0 9 2 0	444 448 452 454	8 27 40 25	3 5 9 10	39 51 57 56	35 30 25 24	24 15 10 10	438 443 446 447
Optional school/district question A. B. C. D.											0 100 0 0		100	0	0	442						

SCIENCE AND TECHNOLOGY RESULTS

Date:	March 2007
Grade:	4
District:	MSAD 72
School:	Denmark Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.							
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	6	6	751	5
	2006-2007	3	20	6	8	963	7
	Cum. Avg.	2	10	6	6	857	6
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	8	35	55	52	7251	52
	2006-2007	7	47	37	47	6824	49
	Cum. Avg.	8	38	46	49	7038	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	10	43	33	31	4514	32
	2006-2007	5	33	32	41	4382	32
	Cum. Avg.	8	38	33	35	4448	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	22	12	11	1458	10
	2006-2007	0	0	4	5	1735	12
	Cum. Avg.	3	14	8	9	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.3	69.2	8.1	67.5	7.6	63.3
Cluster 2: Physical Sciences	12	25	9.7	80.8	8.9	74.2	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	8.5	70.8	7.4	61.7	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	8.4	70.0	8.1	67.5	7.8	65.0

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
Grade: 4
District: MSAD 72
School: Denmark Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	3	20	7	47	5	33	0	0	452	79	8	47	41	5	446	13904	7	49	32	12	444
Ethnicity																						
African American	0										2						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	0										1						202	10	49	30	12	445
Hispanic	0										0						166	4	41	40	16	441
White	15	3	20	7	47	5	33	0	0	452	76	8	46	41	5	446	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	4										17	6	35	47	12	445	2353	3	33	39	25	438
No	11	3	27	5	45	3	27	0	0	453	62	8	50	39	3	447	11551	8	52	30	10	445
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										1						281	2	24	40	34	434
Economically disadvantaged																						
Yes	5	0	0	3	60	2	40	0	0	448	30	3	40	43	13	443	5370	3	41	37	19	440
No	10	3	30	4	40	3	30	0	0	453	49	10	51	39	0	448	8534	9	54	28	9	446
Migrant																						
Yes	0										0						4					
No	15	3	20	7	47	5	33	0	0	452	79	8	47	41	5	446	13900	7	49	32	12	444
Gender																						
Female	8	2	25	3	38	3	38	0	0	453	36	11	58	22	8	449	6720	7	48	32	13	443
Male	7	1	14	4	57	2	29	0	0	450	43	5	37	56	2	444	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	6	0	0	3	50	3	50	0	0	445	25	0	48	52	0	445	1865	1	31	42	26	437
No	9	3	33	4	44	2	22	0	0	456	54	11	46	35	7	447	12039	8	52	30	10	445
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	458	11	45	55	0	0	460	401	31	64	4	1	458
No	10	1	10	4	40	5	50	0	0	448	68	1	46	47	6	444	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: MSAD 72
School: Denmark Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										1	0	0	100	0	438	5	4	37	35	23	440
B. less than one hour	73	3	27	6	55	2	18	0	0	455	83	10	49	38	3	448	76	7	50	32	11	444
C. one to two hours	27	0	0	1	25	3	75	0	0	443	14	0	36	55	9	442	18	8	50	30	12	444
D. more than two hours	0										1	0	0	100	0	438	2	3	39	32	26	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	0										8	0	50	50	0	445	21	10	50	28	12	445
B. They match some of what I have learned.	67	2	20	4	40	4	40	0	0	452	41	16	48	32	3	450	49	7	51	32	11	445
C. They match just a little of what I have learned.	33	1	20	3	60	1	20	0	0	451	34	4	46	46	4	445	24	5	48	33	14	443
D. There is no match.	0										17	0	38	54	8	442	7	4	38	37	21	439
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	1	25	1	25	2	50	0	0	454	16	8	25	58	8	444	23	9	51	27	13	445
B. good	67	2	20	5	50	3	30	0	0	451	58	7	52	41	0	447	54	8	51	31	11	445
C. fair	7	0	0	1	100	0	0	0	0	446	22	12	41	35	12	446	20	4	46	37	14	442
D. poor	0										4	0	67	33	0	445	3	2	31	38	29	436
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	0										31	4	39	48	9	444	24	6	48	32	14	443
B. about the same as my regular schoolwork	93	3	21	7	50	4	29	0	0	452	55	12	51	37	0	450	61	8	50	31	11	445
C. easier than my regular schoolwork	7	0	0	0	0	1	100	0	0	440	15	0	36	55	9	441	15	7	48	31	14	443
How often do you have science classes?																						
A. every day	53	2	25	5	63	1	13	0	0	456	13	20	70	10	0	454	26	7	48	32	13	444
B. a few times a week	47	1	14	2	29	4	57	0	0	447	41	10	35	48	6	445	53	8	51	31	11	445
C. once a week	0										11	13	38	50	0	449	10	4	45	32	18	442
D. a few times a month	0										36	0	52	44	4	445	11	6	48	33	13	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	0										19	0	50	43	7	444	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	80	3	25	5	42	4	33	0	0	453	55	7	46	44	2	446	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	0										9	43	43	14	0	458	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	20	0	0	2	67	1	33	0	0	445	17	0	46	46	8	445	24	9	54	27	10	446
Optional school/district question																						
A.	0										0											
B.	0										100	0	0	100	0	438						
C.	0										0											
D.	0										0											